

Crisis Education Project Profile

March 2005

Project: Sudan Transitional Assistance for Rehabilitation (STAR)

Locations: Southern Sudan - Equatoria, Bahr El Ghazal, Upper Nile, Southern Kordofan and Southern Blue Nile

Implementing Organization: Catholic Relief Services

Type of Programming: Education Rehabilitation Program

Target group/beneficiaries: General population including civil society and civil authority structures (16,000 direct beneficiaries, 160,000 indirect beneficiaries)

Stage: Crisis (areas of instability due to long-term conflict or unstable government)

Environmental Context of the Program

SOCIAL: Over 30 million people live in Sudan. Approximately 30% of the population is literate. There is a shortage of schools and teachers, particularly in southern Sudan, as schools in these areas have been destroyed during the civil war. Furthermore, parents fear sending their children to school, as they can be targets of bombs or kidnappings to join the SPLA. Health facilities are suffering and malnutrition rates are high due to the war too. More than 4 million southern Sudanese have been displaced due to the war. Over the past two decades, nearly 2 million Sudanese have died in conflict situations. Social structures and systems have been uprooted and this has hindered the re-establishment of civil society.

CULTURAL/RELIGION: Islam is the official religion of Sudan, though Christianity and indigenous beliefs are more characteristic of southern Sudan. Most people are Sunni Muslim and speak Arabic. Other languages spoken include Nubian and English, though there are approximately 400 languages in Sudan.

ECONOMIC: Agriculture has historically been Sudan's primary resource (cotton, gum Arabic, sesame seeds and peanuts), though oil production and export has increased over the past couple of years. Though the civil war in Sudan can be said to be the result of religious, cultural, and social rifts between the northern and southern parts of this country, which is almost the size of the continental US, struggles over economic resources, such as oil, contribute to the ongoing strife. Drought and political instability have led to low levels of investment and high inflation rates. Economic activity was at a virtually stand still until the late 1990's, limited to internal barter trade and cross border cattle trade.

Political Relationships: Sudan has been independent since 1955 and has witnessed intermittent or long-term political strife since then. Since Islamic law was imposed in 1983, southern Sudanese have fought to obtain their independence, mostly through the Sudan People's Liberation Army, founded by John Garang.

Program Description

TARGET GROUP: This program is a “relief to development” program that targets the general population including civil society and civil authority structures. Program activities include working with County Development Committees (CDC), linking economic and educational activities, and emphasizing the importance of girls’ education and increasing women’s participation as decision-makers.

MATERIAL/PHYSICAL RESOURCES: The CDCs work to improve education facilities (schools and classrooms) and facilitate the procurement and distribution of suitable scholastic materials in conjunction with the school board including textbooks, writing materials, exercise books and other requirements essential to improving the quality of equipment in the schools.

FINANCIAL AND HUMAN RESOURCES: School rehabilitation projects supported by economic rehabilitation component of program support CDCs receiving sub-grants for individual projects to rehabilitate schools and for community mobilization activities after developing a proposal and plan of action. CDCs manage the implementation of project. The economic rehabilitation team assists school boards and PTAs in designing, developing and maintaining economic rehabilitation projects to augment operating costs of school projects. Increase pedagogical skills of teachers with greater emphasis on recruiting female teachers – training school administrators.

COMMUNITY MOBILIZATION: Uses a demand responsive approach, requiring a strong community expression of commitment to increase organizational and management capacity of civil society organizations and civil authorities to manage schools and ensure sustainable operations. Support the formation and skill development of school boards and PTAs. Train CDCs, local women’s groups and other partners to conduct activities to increase and improve public awareness of the importance of girls’ education. See school development as an integral process, focusing on community capacities. MOU developed with the community to delineate roles, responsibilities and exit strategies.

TEACHER TRAINING CURRICULUM: Working to establish a secondary school curriculum, education policy and guidelines. Work with the Civil Authority of the New Sudan’s Education Secretariat to include issues such as HIV/AIDS awareness, gender sensitivity, and peace reconciliation in the secondary school curriculum. Also address the severe shortage of qualified teachers in the opposition held areas of southern Sudan by facilitating in-service and distance learning opportunities for teachers, particularly those associated with rehabilitation efforts. Make efforts to improve access to the recruitment and retention of female teachers.

Programming Interventions: Impact and Effectiveness

ACCESS: CRS and the Secretariat of Education work together to facilitate school development with community and local education officials. Communities committed to building schools and are more aware of the importance of sending children to school, particularly girls.

MANAGEMENT: Phased approach to ensure that methodologies are grounded prior to expansion. Decentralized management structure for quick impact programming. Secretariat of Education creates guidance and approval for school selection and develops policy framework. School management committees help to construct school, mobilize resources, labor and supervision, as well as makes all decisions regarding the financial management and administration of the school. SMC also identifies, plans and implements income-generating activities. SMCs have had leadership and group dynamics training as well as training for their school based responsibilities such as record keeping and management.

QUALITY: Secretariat of Education contacted existing training sites in southern Sudan and identified teachers to be trained, including 20 female teachers. Providing support to the SOE to develop a new policy publication, review and revise classes 4-6 learning.

OVERALL PROGRAM EFFECTIVENESS: SMC carried out activities without assistance and identified a school form for a support activity, developed a SMC constitution, and reorganized the composition of the SMC office holders to include women.

EQUIP1: Building Educational Quality through Classrooms, Schools, and

Communities is a multi-faceted program designed to raise the quality of classroom teaching and the level of student learning by effecting school-level changes. EQUIP1 serves all levels of education, from early childhood development for school readiness, to primary and secondary education, adult basic education, pre-vocational training, and the provision of life-skills. Activities range from teacher support in course content and instructional practices, to principal support for teacher performance, and community involvement for improving school management and infrastructure. EQUIP1 works with food for education issues and contributes to the provision of education and training in crisis and post-crisis environments.

The American Institutes for Research (AIR) is the lead organization responsible for implementing EQUIP1 and is joined by fourteen outstanding partners: Academy for Educational Development, Aga Khan Foundation USA, CARE, Discovery Channel Global Education Fund, Education Development Center, Howard University, International Reading Association, The Joseph P. Kennedy, Jr. Foundation, Juárez & Associates, Inc., Michigan State University, Save the Children, Inc., Sesame Workshop, University of Pittsburgh, and World Education, Inc..

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